

SCREENING-DIAGNOSTICS OF THE PREREQUISITES AND FORMS OF SOCIALLY DANGEROUS BEHAVIOR IN THE INSTITUTIONS OF GENERAL VOCATIONAL AND HIGHER EDUCATION

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Abstract

The article considers the currently topical problem of socially dangerous behavior among adolescents and youths. The author lists the characteristics of socially normative, negative, socially inadequate and socially dangerous behavior. The notion of “socially dangerous behavior” is compared with the concepts of “social security” and “socially safe behavior”. The characteristics of socially dangerous and socially safe behavior as well as the structure of readiness for socially dangerous and socially safe behavior are also reviewed.

Moreover, the article describes the types and criteria for adolescent risky behavior and various forms of cyber-aggression in social networks, the main reasons for which are virtuality and anonymity.

Juvenile socially dangerous behavior is caused by social and biological factors. Some scientists consider delinquency as a social phenomenon, while others stick to the biological reasoning. The following social conditions can be attributed to the external factors of behavior disorders: a socioeconomic situation, traditions, youth's subculture, a family, friends and other significant people. The representatives of the biological understanding attempted to explain criminal behavior as a biological phenomenon, caused by physical and psychological peculiarities of the doer of the action.

Further in the article there are methods for examining deviations, examples of research into different forms of socially dangerous behavior and the analysis of efficiency of the methods employed. Sobkin V. S. and Fedotova A. V. applied the survey with a specially worked out questionnaire to studying adolescent aggression in social networks. On the basis of the analysis of the research findings the authors distinguished key factors influencing adolescent's attitude towards the display of aggression in online interaction: gender, age, the intensity of communication, self-representation in the internet, status in the class and evaluation of life prospects.

The research on aggression, conducted with the help Questionnaire Aggression upon pupils of The Mari El republic, revealed the prevailing forms of aggression among adolescents. According to the research findings in teenage years there appear to be mainly physical, indirect and verbal aggression, negativism, suspiciousness, the sense of guilt. The intensity of their demonstration declines into young adulthood.

The article's conclusion proposes the inferences for the characteristics of socially dangerous behavior and its effective study methods.

Keywords: socially dangerous behavior, deviant behavior, delinquent behavior, additive behavior, risky behavior, cyberbullying, trolling, astroturfing, screening.

1 INTRODUCTION

In a modern society there is rapid growth of different forms of socially dangerous behavior. The spread of socially dangerous behavior is connected to the use of new information technologies, the ability to extend

one's social circle on social network platforms. Considering this, the significance of the research on the prerequisites and norms of socially dangerous behavior is increasing.

2 CHARACTERISTICS OF SOCIALLY DANGEROUS BEHAVIOR

Social behavior is divided into normative, negative, which can be socially inadequate and socially dangerous (Mendelevich, 2005). Socially inadequate behavior finds its expression in minor offences and is characterized as deviation from the norms or as deviant behavior. Socially dangerous behavior can be delinquent, asocial, law-violating, criminal, felonious, evil-minded.

Destructive, asocial and offending behavior also pertain to the main types of deviant behavior depending on the type of norms violated and according to the degree of harm inflicted upon the personality's interests, a social group, the society in its entirety. Destructive behavior, defined as harming only the personality itself and not corresponding to social and moral norms, is hoarding, conformism, masochism etc. Asocial behavior, which is harming the personality and social groups (a family, a group of friends, neighbors), is manifested in alcoholism, substance abuse, suicide etc. Delinquent behavior, representing the violation of moral, as well as legal, norms, can be demonstrated by robberies, murders and other criminal acts.

The causes of deviant behavior encompass the impact of a hereditary background, an environment, upbringing and a person's practical activity. There are five main factors preconditioning deviant behavior that can be distinguished: biological, genetic, psychophysiological, physiological and psychic. The particular importance in the origin of deviant behavior is placed upon the defects of legal and moral consciousness, the content of human needs, the peculiarities of a character and an emotional-volitional sphere, flaws of upbringing. First manifestations of deviant behavior can sometimes be noticed in childhood and growing-up years and are explained by a relatively low level of intellectual development, the incompleteness of the personality-building process, negative family and immediate circle influence, adolescent's dependence upon group's demands and the system of values adopted within it. Children and adolescents' deviant behavior frequently serves as a means for self-affirmation and expresses the protest against real or imagined unfairness of adults.

The notion of "socially dangerous behavior" is connected to the concepts of "social security", "socially dangerous behavior" and "socially safe behavior". Social security can be considered as the set of measures for defending aims, ideals, values and interests of a person, a family, a country or a nation in the social sphere, or as the security of the social sphere of a society and a country against the menaces, which could destroy them or precondition their degradation.

The following factors can be ascribed to the characteristics of socially dangerous behavior: the person's conduct provoking the occurrence of dangerous situations, the inability to adequately evaluate a degree of the dangerousness of a situation, to choose the strategy of behavior, to attract bearers of external resources, to personally undertake the necessary actions, to bear the responsibility for every consequence of the person's activity and an inadequate evaluation of the personal abilities.

Contrary to socially dangerous behavior, socially safe behavior of adolescents corresponds to the social norms and leads to a successful actualization of a personality, constructive behavior and the lack of tenseness or the menaces of different nature towards the people around and towards themselves. It is, from the point of view of internal resources, the consequence of the effective application of the behavior patterns acquired by a personality, safe both for oneself and the people around; from the point of view of external resources it is the consequence of the existence of controlled and directed channels of securing socially-psychological, socially-pedagogical and other assistance and support in a dangerous situation, the availability of the transmission of safe behavior channels.

The main characteristics of safe behavior include a person's conduct not provoking the appearance of dangerous situations, the ability to adequately evaluate the degree of situation hazard, the ability to choose the correct pattern of behavior, to attract bearers of external resources, to independently undertake the appropriate actions and bear the responsibility for any consequences of personal activities.

The structure of the adolescents' readiness for socially dangerous and socially safe behavior in a day-to-day life consists of value-motivated, cognitive, operationally-actional, regulatory and reflexive components. Sorokina states that the substantive content of the structural components may differ (Sorokina, 2010).

Every moment of the socialization process in the child's or adolescent's behavior includes both the elements of socially dangerous and socially safe behavior. However, socially dangerous behavior cannot be considered as only detrimental for the person and the people around. Some elements of socially dangerous behavior (the inclination towards extremeness, risk-taking etc.) facilitate the socialization of a growing-up

person and allow people to make their own assumption of their abilities, evaluate personal potential not doing the given actions in reality. Dangerous behavior partly preconditions the integral development of a person's safe behavior.

Some researchers connect risky behavior to socially dangerous behavior and consider it deviant behavior. Ulyanova I. V., Popova T. A. ascribe to it a low expectation of success in life, low self-esteem, failing attempts to change to the better, poor academic performance, "bad company" influence, a psychotrauma. Along with the factors generating risky behavior appear the factors contributing to risk reduction. Among them the following is singled out: adolescent's considerate health behavior and health care activities, trust-based relationships with adults, prosocial activities, the existence of positively self- and future-oriented friends (Ulyanova, 2016).

According to their opinion, risky behavior allows adolescents to come to know their abilities and assert themselves; to use alternative, in comparison to standard, norms of behavior, which results in behavior flexibility; to develop the sense of responsibility for their own actions and creative potential. However, it can also show negative consequences in the form of serious health problems (as the result of smoking, alcoholism, substance abuse), personal degradation (arising from traumatization) and even an adolescent homicide. The prevention of such cases is accounted for by a teenager's understanding of the fact that the resources of such-like behavior are not unlimited; risky behavior should not be equalized to "the price of life and health". The use of risky behavior should give opportunities, not limit them (Kochisov, 2004).

Currently, socially dangerous behavior on social networks is fairly widespread. The main reasons for the escalation of deviant behavior on social networks are virtuality and anonymity. Forms of deviant behavior include different types of cyberaggression, mainly consisting of trolling, cyberbullying and astroturfing (Cherenkov, 2015).

"Trolling" is the phenomenon which is characterized as the process of posting provocative messages on virtual communicative resources aiming at escalating a conflict by violating the code of conduct of internet intercommunication. Cyberbullying is connected to intended offences, threats and the communication of other compromising information. Cyberaggression in social networks also appear in the form of astroturfing. It is connected to the use of special software or specially recruited and salaried users for the artificial direction of public opinion. The aims of astroturfing can be diverse, from political, economic, ideological, up to radical and socially dangerous (the propaganda of racism, nationalism, xenophobia, violence). Astroturfing is one of the widespread ways of waging informational wars.

3 FACTORS OF SOCIALLY DANGEROUS BEHAVIOR

Juvenile socially dangerous behavior is the study subject of the whole range of sciences: psychology, pedagogics, psychiatry, criminal law, criminology etc. This is not coincidental, as personal behavior is conditioned by the system of the triggering factors. Traditionally, these factors are divided into social and biological. The history of the teaching of law-violation origin consists of the history of the correlation between these two factors. Some scientists consider delinquency as a social phenomenon, while others deem it to be biological (Blyasova, 2012).

The representatives of the biological thinking tried to explain criminal behavior as a natural biological phenomenon, conditioned by physical and psychic peculiarities of a perpetrator. Biological factors play a secondary role in the formation of delinquent behavior. Particularly, they represent the character of individual's reaction toward outward influences. Deviant behavior is the result of a complex interaction of social and biological factors, the action of which is refracted through the system of interpersonal communication.

The role of social factors, preconditioning behavioral disorders, was investigated by E. Durkheim, R. Merton and others. The determinants of delinquency, according to the aforementioned authors, lie in the living conditions of a person (Karpec, 1992). The appearance of juvenile delinquent behavior is influenced by the lack of a clear and positive state ideology directed at the change in the social values hierarchy; the imperfection of laws and the work of law enforcers, crime impunity; unemployment, the lack of social guaranties of the state support for economically disadvantaged families with children; the disruption and crisis of traditional institutes of socialization for rising generation; the propaganda of violence through media; the lack of a timely and qualificative health examination for children; the unavailability of quality and free additional education for children; the problems of legal education, the availability of alcohol and drugs, etc.

Sociological theories consider delinquent behavior as a result of complex relations between the society and a particular person. On the one hand, it is evident that the society has its reasons for deviant behavior, such

as social inequality, social disorganization and similar factors. On the other hand, we cannot deny the role of adolescents identities in the process of the socialization of their personalities. Social and biological factors become the determinants for criminal behavior not by themselves, but by integrating with personal and psychological features of a personality.

4 STUDY METHODS OF SOCIALLY DANGEROUS BEHAVIOR

According to R. V. Ovcharova, the diagnostics of deviant behavior in the schoolwork practice mostly bears a symptomatic character (upon requests and complaints). The causes and conditions of the formation of deviations are studied considerably rarely. There is quite a diverse set of psychological methods in use for the diagnostics of deviant behavior. However, the most productive search model is considered to be one which includes screening, directional elicitation of groups of risk and the consequent differential diagnostics of the groups with the involvement of related field specialists for the specification of the etiology of deviation (Ovcharova, 2003). Universal for identifying a predisposition to deviation is a technique for diagnosing a tendency to deviant behavior.

While conducting a diagnostic work with adolescents and high school seniors psychological information of the types of deviant behavior can be elicited using the Cattell scale, the pathocharacterological questionnaire of A. E. Lichko and the M. Luscher projective test.

Sobkin V. S. and Fedotova A. V., while analyzing the problems of the adolescents' attitude towards displayed aggression on social media, extracted the correlation between this attitude and socially-demographic and behavioral characteristics of respondents. Based on the materials of sociological survey of 2074 students of 5, 7, 9 and 11 grades of schools in the Moscow Region, conducted by means of a specially developed enquiry, it is established that going from grade 7 to grade 9 the proportion of those who dislike witnessing the scenes of aggression is reducing. The analysis of the research findings brought to light the distinctiveness of masculine and feminine subculture on social media. The authors distinguished the key factors defining the adolescents' attitude towards the show of violence in online communication: gender, age, the intensity of communication, online self-representation, status in the class, the evaluation of life prospects (Sobkin, 2019).

5 RESULTS OF THE RESEARCH INTO AGGRESSIVENESS OF TEENAGERS AND HIGH SCHOOL SENIORS

The research into aggressiveness is conducted upon teenagers and high school seniors of the Mari El Republic according to the Buss-Durkey method. The research findings are presented in table 1.

The average number according to the forms of aggression, outlined in table 1, shows that during teen years the most explicit are physical (6,0), indirect aggression (6,6), negativism (6,4), suspiciousness (7,4), verbal aggression (8,2), the feeling of guiltiness (6,6), and as for the later school years those are indirect aggression (6), insult (6), suspiciousness (7,5), verbal aggression (6,3), the feeling of guiltiness (6,3).

Table 1 – Average number of forms of aggression among teenagers and high school seniors

Forms of aggression	Average number among teenagers	Average number among high school seniors
Physical aggression	6	4,6
Indirect aggression	6,6	6
Irritation	6,4	5,4
Negativism	3,4	3,2
Resentment	5,8	6
Suspiciousness	7,4	7,5
Verbal aggression	8,2	6,3
Feeling of guiltiness	6,6	6,3

The degree of aggressiveness was defined in accordance with the value of the index. The statistics given in table 2 show that a high level of aggression is more common among teenagers (40%) than among senior schoolers (13%). The average level of aggression occurs with similar frequency among teenagers and high

school seniors (33%). Finally, a low level of aggression is appears more often among senior schoolers (53%) than among teenagers (27%). This means that on the whole the aggressiveness of senior schoolers is lower than that of the teenagers.

Table 2 – Relative frequency of different aggressiveness levels among teenagers and high-school seniors

Degree of aggression	Teenagers	High school seniors
High	40%	13%
Middle	33%	33%
Low	27%	53%

The elicitation of diversity in aggressiveness and the forms of aggression among teenagers and high school seniors was done with the help of Student's t-test. The differences between teenagers and high schoolers are statistically important for all the forms of aggression and the index of aggressiveness.

6 CONCLUSION

To conclude, socially dangerous behavior can be delinquent, asocial and criminal, felonious. The most productive study method is screening, directional elicitation of groups of risk and the consequent differential diagnostics of the groups with the involvement of related field specialists for the specification of the etiology of deviation. The results of our research into different forms of aggression and aggressiveness demonstrate that the degree of aggressiveness of teenagers is higher than the one of high school seniors.

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